ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

ACCESSIBILITY PLAN

Policy Owner:	Head of School
ISSR Reference:	Part 1 – Quality of Education Provided Part 8 - Quality of Leadership in and Management of Schools
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Version control information

Reason for Amendment	Role	Date	Main changes
New template	Chief Operating Officer	Michaelmas 2025	Transfer to new template

Introduction and aims

This policy applies to all staff, pupils, parent/carers, visitors and contractors and third-party providers.

Rosemead Preparatory School and Nursery is committed to providing an inclusive and welcoming environment that promotes equality and embraces diversity. It will treat all pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind so that everyone can participate fully in school life. The school is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Rosemead Preparatory School and Nursery (the school) aims to:

- Value all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- Develop and deliver an Accessibility Plan that outlines how the school will improve accessibility for pupils, staff and visitors, in line with Equality Act 2010
- Ensure all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues
- Improve the physical environment of the school for the purpose of increasing accessibility for all
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take full advantage of curricular and co-curricular activities, facilities or services offered by the school
- Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

2. Legislation and definitions

2.1 Legislation

This policy is informed by the Equality Act 2010. The Equality Act 2010 protects people with disabilities from discrimination, harassment, and victimisation in areas such as employment, education and access to services. It requires reasonable adjustments to ensure disabled individuals are not disadvantaged. Schedule 10 of the Equality Act 2010 specifically relates to accessibility for disabled pupils in schools. It lays out the duties of schools and local authorities to improve access to education for disabled students. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without

disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The School's Special Educational Needs and Disability (SEND) Policy sets out the policy on reasonable adjustments.

Guidance for schools on applying the Equality Act 2010 is available from the DfE: Department for Education (DfE) Guidance for schools on the Equality Act 2010

2.2 Definitions

Accessibility Plan	An accessibility plan seeks to: 1. Increase the extent to which disabled pupils, staff and visitors can participate in all school activities, curricular and co-curricular 2. Improve the school's physical environment for the purpose of increasing the extent to which disabled pupils, staff and visitors can take advantage of all aspects of school life 3. Improve the delivery to disabled pupils, staff and visitors of information which is readily accessible to individuals who are not disabled.
Disabled	The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.
Reasonable adjustments	Defined by the Equality Act 2010, reasonable adjustments are changes that employers, service providers, or education institutions must make to remove barriers faced by disabled people. These adjustments seek to ensure equal access and opportunity and must be *reasonable* depending on factors like cost, practicality and the resources of the organisation.

3. Role and responsibilities

3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for ensuring compliance with this Accessibility Plan but will delegate day-to-day responsibility to the Chief Executive Officer (CEO). The governing body is responsible for:

- Ensuring an approved Accessibility Plan is in place for each school and reviewed annually
- Monitoring progress with the plan, including termly consideration of associated KPIs
- Ensuring that accessibility is embedded in the Group's core purpose, values and strategy.

3.2 The Chief Executive Officer of St Dunstan's Education Group

The Chief Executive Officer (CEO) is responsible for:

- Having strategic oversight of the Group's Equality and Diversity Policy and the implementation of the individual schools' Accessibility Plans
- Ensuring adequate resource and support is in place for the individual schools to deliver their Accessibility Plans
- Championing equality and diversity as part of the Group's core purpose and values.

3.3 The Head of the school

The Heads of the school is responsible for:

- Overseeing the school's Accessibility Plan
- Seeking input from stakeholders (pupils, staff, parents/carers) to consider improvements to the Accessibility Plan
- Overseeing the work of the Special Educational Needs Coordinator
- Ensuring that their staff are aware of this Accessibility Plan and understand their role in delivering it
- Ensuring that the school's CPL programme includes opportunities to engage with inclusive teaching practices
- Monitoring performance and KPIs related to the Accessibility Plan, providing termly updates to the governing body.

3.4 Chief Operating Officer

The Chief Operating Officer (COO) is responsible for:

- Ensuring the Accessibility Plan is up to date and compliant with Equality Act 2010 and best practice
- Overseeing the estates, facilities and staff aspects of the school's Accessibility Plan
- Overseeing the Group's estates masterplan, ensuring that accessibility is integrated into all aspects of future upgrades and developments

- Monitoring performance and KPIs related to the estates and facilities aspect of the Accessibility Plan, providing termly updates to the Governing Body.

3.5 The Director of Estates

The Director of Estates responsible for:

- Leading on the estates aspects of any accessibility-related improvements
- Managing estates-related projects to ensure they are always underpinned by good accessibility principles
- Monitoring performance and KPIs related to the estates and facilities aspect of the Accessibility Plan, providing termly updates to the executive.

3.6 The Special Educational Needs and Disabilities Coordinator

The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

- Reviewing the school's policies, procedures and facilities as they are like to affect pupils and prospective pupils who are disabled
- Identifying the needs of pupils with SEND and assessing the accessibility needs of individual pupils
- Coordinating personalised learning plans and liaising with staff to ensure appropriate adjustments and support are in place
- Providing training and guidance for staff on inclusive teaching practices and accessibility awareness and the specific commitments made on the school's Accessibility Plan
- Providing clear guidance and support to staff on making reasonable adjustments
- Evaluating the effectiveness of accessibility measures and contributing to updates of the Accessibility Plan to ensure adequate planning for the future.

3.7 Director of People

The Director of People is responsible for:

- Leading on the staff-related aspects of the Accessibility Plan
- Ensuring that Group's training programme includes opportunities to engage with EDI and specifically disability awareness
- Providing clear guidance and support to staff and their line managers on making reasonable adjustments.

3.8 Rosemead's Deputy Head Enrichment b

Rosemead's DHE is responsible for:

- Developing, implementing and regularly reviewing the school's Diversity, Equity and Inclusion (EDI) policy to ensure equitable access for all pupils and staff.
- Advising senior leaders and governors on EDI priorities, legal duties and best practice in relation to accessibility and inclusion.
- Ensuring the school environment, curriculum and practices actively remove prejudice, discrimination and barriers to participation for all pupils and staff.
- Building partnerships with external agencies, mentors and role models to enhance accessibility, representation and support for pupils.

3.9 All staff

All staff are responsible for:

- Understanding this Accessibility Plan and their role in delivering it
- Fully engaging with EDI training, including understanding disability issues.

3.10 All pupils

All pupils are required to:

- Be inclusive of pupils, staff and visitors with disabilities
- Participate in school-led initiatives and activities that raise awareness about disability, accessibility and inclusion.

3.11 Parents / carers

All parents / carers are asked to:

- Share knowledge of their child's disability and its effect on their ability to participate in school life, making suggestions to improve the Accessibility Plan whilst recognising the definition of reasonable adjustments
- Work collaboratively with the school in the development and review of individual support plans, access arrangements, or reasonable adjustments
- Provide constructive feedback on how the school is meeting accessibility needs, including participation in surveys or consultations.

4. Principles of the accessibility plan

4.1 The extent to which disabled pupils can participate in the school curriculum and prospective and current staff can fulfil their roles

The school is committed to:

- Ensuring that the pupil admissions process and staff recruitment process is inclusive, ensuring all applicants are treated fairly and equitably with reasonable adjustments made to accommodate individual needs, removing barriers and supporting access for pupils and employees with disabilities or additional requirements
- Ensuring all teachers and support staff are trained in inclusive and accessible teaching practices
- Ensuring all staff are trained in inclusive practices including disability awareness and providing CPD in areas such as inclusive leadership and workplace wellbeing
- Providing assistive technologies and resources to support learning and work practices
- Embedding inclusive recruitment practices for pupils and staff
- Modifying the curriculum where necessary to meet the needs of disabled pupils.

4.2 The physical environment of the school to increase access to education by disabled pupils and prospective pupils and opportunities for staff and prospective staff

The school is committed to:

- Conducting regular accessibility audits of school facilities and digital environments
- Implementing necessary modifications to improve access, such as ramps, handrails and accessible toilets
- Ensuring that cocurricular activities, sports and educational visits are inclusive and accessible
- Providing accessible and adaptive classrooms and workspaces
- Ensuring clear signage and pathways for easy navigation
- Ensuring that accessibility is a core part of the estate development plan and that all development projects are underpinned by good accessibility principles.

4.3 The delivery of information to pupils, parent / carers, staff and visitors with disabilities

The school is committed to:

- Providing information in alternative formats, such as Braille or large print, upon request
- Using digital platforms to disseminate information in accessible formats

- Ensuring communication support for pupils and staff who require it, for example hearing loops or sign language interpreters.

5. Monitoring

The school will engage with pupils, parents/carers, staff, the diapason committee and external experts to gather feedback and ensure the plan fully meets the needs of the school community.

The Head of the school and the SENDCO (DHE) will meet annually to frame recommendations for inclusion in the plan and monitor progress. These recommendations include input from the executive and senior leadership teams. The plan will then be updated with adjusted time-frames where necessary.

This Accessibility Plan will be formally reviewed by the governing body every three years, or more frequently if significant changes occur. The plan will be published on the school website and paper and large-print copies are available on request. KPIs and metrics to be used to measure performance, with the Head of the school and the COO taking responsibility for the monitoring and reporting on these KPIs to the governing body.

There will be a full review of the accessibility plan every three years, at which time a new plan will be published.

6. Links with other policies

This Accessibility Plan relates to the following policies:

- Admissions Policy [school]
- Child Protection & Safeguarding Policy [school]
- Equal Opportunities and Inclusion Policy [Group]
- Curriculum Policy [school]
- Educational Visits Policy [school]
- Expected Pupil Behaviour [school]
- Fire Safety Management Plan [school]
- Health and Safety Policy [Group]
- Special Education Needs Policy [school]
- Supporting Pupils with Medical Conditions Policy [school]

Appendix A: Action plan for increasing the extent to which disabled pupils can participate in the school curriculum and disabled staff can fulfil their full potential

Aim	Current good practice	Actions to be taken	Timeframe	Success criteria
Ensure all staff are aware of students with additional needs.	SEND, medical and allergy registers available on staff homepage. Documentation and PEPs available on Google Drive. End of year handover includes pupils with SEND, medical and allergy needs. Weekly 5 min CPD from Enrichment team. Weekly SEND drop-in for staff. INSET training on individual pupil needs	Pupil Passports (snapshots) to be created and shared with all staff. Updates to be provided regularly.	Ongoing	All staff aware of individual student access needs. All staff aware of individual care for students with specific allergies and medical needs.
Ensure all staff have access to specific training on SEND disability/equality issues.	Weekly 5 min CPD from Enrichment team. Weekly SEND drop-in for staff. INSET training.	Audit of staff to identify training needs. EEDI lead and SENDCO to discuss a training programme with greater focus on equality and disability.	Ongoing	Raised confidence in staff/governors in strategies for differentiation and increased student participation from a disability equality perspective

Ensure access to computer technology is appropriate for students with SEND.	All students in year 4 – 6 access to personal device (Chromebook). Reader Pen available. Talking tins in Pre-Prep Access to headphones for listening to instructions on computerised assessments. Century Tech, Spelling Shed and Doodle provide adaptive and multisensory learning experiences. Dynamo Maths to support with maths difficulties.	Explore other technologies, such as Clicker.	Ongoing	Access to appropriate computer technology will be improved for all disabled students
Ongoing programme of staff training in disability awareness to reflect the diverse needs of the students within the school and anticipatory duties	Weekly 5 min CPD from Enrichment team. Weekly SEND drop in. INSET training.	Key SEND staff to be trained in a range of needs to support students. Regular updates of risk assessments. Seek external specialist advice and training on Autism and ADHD.	Medium term	Improved ability for all students to access to the curriculum
Reflect identified areas of need in lesson planning and delivery	Children with SEND considered on lesson plans.	Incorporate high quality teaching and adaptive teaching	Ongoing	Improved access to the curriculum for all students

	Dyslexia friendly lesson presentations (font, colour etc)	practices into all planning		
Eliminate all discrimination and harassment of disabled students/stakeholders, students with SEND	We Are Rosemead initiative celebrating diversity in our community. Neurodiversity Week events and workshops to raise awareness. Roots of Rosemead promote acceptance and inclusion. DHP and SENDCO work with individuals and small groups to support social interactions.	Strict reporting and recording using CPOMs. Ensure assembly rota includes ethos driven topics, such as tolerance and British Values.	Ongoing	Incidents of discrimination and harassment are zero
Ensure all policies consider the implications of Disability access/SEND Code of Practice	All relevant policies consider implications of disability access and SEND code of practice.	Consider all policies in view of priorities	Ongoing	Access to all Aspects of school life for all students
Ensure all students and families have access to high quality information, advice and guidance on senior school options.	All year 5 & 6 families offered 1:1 meeting with SLT to discuss school options. SENDCO and SLT maintain strong links with senior schools.	Maintain and develop links with senior schools catering for a wide range of ability.	Ongoing	All students are able to pursue the correct pathway for them at the end of year 6.
Ensure that all students are able to access the full extra-curricular offer	All students able to access a full range of extra-curricular clubs.	Full timetable created using appropriate rooms and destinations. SEND department	Ongoing	All students are able to take part in a range of extra-curricular activities to develop their skills in all aspects of school.

		included in the offer		
Staff understand the importance of reasonable adjustments and how to put these ideals into practice.	A range of understanding of the importance of reasonable adjustments within the staff body. SENDCO and enrichment team advice on reasonable adjustments. Access arrangements rigorously implemented for assessments and exams.	Staff to complete an online training session on equality, diversity and inclusion.	Short term	Staff will use reasonable adjustments information into consideration in all their planning.
Review curriculum to ensure accessible for all. Ensure PE is accessible for all.	Differentiation and adaptive teaching in place in core curriculum lessons.	Gather information on accessibility to the curriculum, including specialist lessons. Review accessibility of PE and disabled sports. Ensure no students are unable to access PE and reasonable adjustments are made.	Medium term	All students have access to all aspects of the curriculum and are able to excel.
Heighten awareness of mainstream staff in relation to strategies and procedures employed and advised by external agencies	External SALT works closely with the school. External OT works closely with the school.	Provide training on SEND for all staff from external providers with more	Medium term	Increased confidence of staff in supporting students with complex needs within the mainstream

		specialist knowledge.		
Monitor how well students with SEND are achieving academically and socially (inline with school assessment calendar)	All students academically tracked on Cohort Assessment Data spreadsheet. Those with SEND identified on the spreadsheet. SENDCO and DHP informally track social achievement. Mental Health Lead, School counsellor, Drawing and Talking therapy all support wellbeing.	Use PASS data to track wellbeing of SEND students. Audit current interventions for SEND students.	Medium term	Systems in place to ensure accurate monitoring Parents/carers involved in the process.

Appendix B: Action Plan for improving the physical environment of the school to increase access to education by disabled pupils

Aim	Current good practice	Actions to be taken	Timeframe	Success criteria
Students with mobility difficulties to be able to independently use lifts around the school site responsibly and be evacuated from the first floor.	Current Facilities unsuitable for children with physical disabilities beyond reception	Key staff in the to complete EVAC chair training, Lifts to be installed in future designs	Development plan – no lifts currently	Students can be evacuated safely from the first floor in an emergency.
All staff make classrooms accessible	Current Facilities unsuitable for children with physical disabilities beyond reception	Develop system to allow entry for wheel chair users, those with physical disability. Ensure all classrooms are organised in accordance with student need. Teachers to complete classroom checks	Development Plan	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Improve signage and external access for the visually impaired	Clear signage used across the site	Review the site to ensure access for all students Braile signage to be added to	Medium term	Safety for the visually impaired is improved with the school environment, and access around the

		rooms numbers		school is improved.
Ensure that all disabled students can be safely evacuated	Current Facilities unsuitable for children with physical disabilities beyond reception	Put in place (PEEP) Personal Evacuation Plans for identified students, where and when necessary and training in the use of evacuation aids	Ongoing	All disabled students and staff working with them are safe and confident in the event of a fire. All staff that require training are trained.
Ensure all fire escape doors and routes are suitable for all and free from obstruction at all times.	Fire Risk assessments completed and reviewed ongoingly.	Review means of escape for disabled students during fire risk assessments and fire drills. Ensure staff are aware of the need to keep fire escapes clear at all times.	Ongoing	All fire escapes are kept clear at all times and all students have safe exit at all times,.
Any redecorating or alterations within the school are sympathetic to the visually impaired and students who are neurodiverse.	Displayed created in sympathetic way.	Advice taken re lighting and colour schemes before any further decorating takes place.	Ongoing	Advice taken re lighting and colour schemes before any further decorating takes place.
Provision/upgrades of disabled toilets	Current Facilities unsuitable for children with physical disabilities beyond reception	Disabled toilets of the school accessible for adults and students, keep under	Development plan	Student and staff have access to a disabled toilet

		review and continue to audit disabled toilets as necessary		
Ensure the ICT infrastructure, and WiFi coverage, allows students to be able to use the required ICT devices to support their learning	ICT equipment available to assist with learning support	Development of new technology to ensure that all students are able to access the curriculum.	Long Term	Students able to access the curriculum using different technologies at all areas of the site,

Appendix C: Action Plan for improving the delivery of information to disabled pupils and staff

Aim	Current good practice	Outcome	Time frame	Success criteria
Review information to parents/carers to ensure it is accessible		Provide information in letters in clear print. School office staff will support parents to access information and complete forms where necessary. Ensure website and all documents can be accessed by the visually impaired	Ongoing	All parents receive information in a format they can access.
Improve the delivery of information in writing in an appropriate manner. Visuals used as much as possible to support the understanding for students with SEND.		Provide suitable enlarged, clear print for students with visual impairment. Staff to use the SEND team to ensure appropriate materials are created.	Ongoing	Excellent communication of all materials and documents for all students and staff